

IJLRES - International Journal on Language, Research and Education Studies

ISSN: 2580-6777 (p); 2580-6785 (e)

DOI: 10.30575/2017/IJLRES-2019091207

Vol. 3, No. 3, 2019

Page: 412 - 419

**TEACHER CREATIVITY EFFORTS IN PROVIDING LEARNING MEDIA AT
STATE SENIOR HIGH SCHOOL 2 "YOUTH VOCATIONAL"
IN ACEH TAMIANG**

Tengku Muhammad Sahudra

Senior Lecturer at Samudra Universitas, Langsa – Aceh, Indonesia

tengkusahudra@gmail.com

Abstract. *This study aims to determine the extent of the efforts made by teachers in preparing learning media in Aceh Tamiang State Senior High School 2 "Youth Vocational". This research is a quantitative study that analyzes data using quantitative formulas. Data is taken from all teachers in the school and then mathematically analyzed which can be justified academically. The results of this study indicate that there is no influence of teacher creativity on media learning in State Senior High School 2 of Youth Vocational in Aceh Tamiang District. This can be seen from the reality that (1) With the selection of teaching media to help teachers to deliver subject matter and help students to better understand the lessons presented. (2) With the help of students to better understand the subject matter delivered, it will be more motivating student achievement. (3) From the calculation shows that the value of t (count) is 0.909 while the value of t (table) is 1.70 (for $dk = n-2 = 4$ and the significance level of 0.05)*

Keywords: Teacher Creativity Efforts, Providing Learning Media, State Senior High School 2 of Youth Vocational, Aceh Tamiang

INTRODUCTION

Education is very important in life and cannot be separated from life. Its absolute nature in life, both in the life of a person, family, nation and state. The progress and retreat of a nation is largely determined by the progress of the nation's education.

Considering that it is very important for life, education must be carried out as well as possible so as to obtain the expected results. To carry out education must begin with the provision of educational personnel. The ability of teachers as educational staff, both personally, socially, and professionally, must really be considered because basically

teachers as educational staff are field workers who directly carry out education and as the spearhead of educational success.

Knowledge about education and education becomes a guide, a controller or supervisor for educators and prospective educators. Apart from that, the function of education is to form personal educators and prospective educators, because by learning this knowledge educators and prospective educators are equipped with knowledge about how to educate.

In the teaching and learning process there are terms of resources, media and teaching tools that are very closely related. Because it is very close, so many different interpretations. The teaching resources are broader in position, including media and teaching tools. In other words, all media and teaching tools are teaching resources. However, teaching resources do not only take the form of media and teaching tools. There are still other forms.

LITERATURE REVIEW

There are actually a lot of learning resources everywhere; at school, in the yard, in the city center, in the countryside, and so on. The use of these teaching resources depends on the teacher's creativity, time, cost, and other policies. (Marimba, 1982: 76).

According to Manan Ahmad, the Activity as a learning resource usually includes: (1) specific objectives to be achieved by students, (2) material (teaching materials) that must be studied (3) activities that must be carried out by students to achieve teaching objectives. (4) system and evaluation tools to measure program success. (Manan, 1981: 92).

The teaching media is part of the learning resource in which teaching is delivered. There are two elements contained in the teaching media, namely: (1) The message or teaching material that will be delivered with another term is called software, and (2) the display device or hardware. According to Indrakusuma, Amir Daien, (1973: 43) complex media, that is, media which are difficult to obtain and which are expensive to produce and use, are difficult to make and use require adequate skills. In line with this, The Liang Gie said, that: "If designed, arranged and used appropriately, teaching media can facilitate, accelerate and increase the effectiveness of achieving teaching objectives" (Gie, 1981: 69).

The teaching and learning process carried out in schools is a controlled activity, which is controlled by a teaching program (curriculum) that has been arranged systematically and logically. In the curriculum the structure of the teaching material must be determined and the depth and allocation of time used. Oemar Hamalik (1983: 214) argues that Therefore, the initial step that must be taken by the teacher before determining the choice of teaching resources to be used is to learn the lines of his teaching program. In this way the teacher will avoid making mistakes in giving material that is not yet time taught based on its logical sequence.

According to Nasution, (1985: 57) The experts, through various studies, have not yet managed to find the best teaching media that can be used for all types and forms of teaching material and all situations and conditions. "Every media has its own strengths and weaknesses". Winarno argued that each teaching media has certain characteristics, both in terms of its efficacy, how to make it, and how to use it. Understanding the characteristics of various teaching media is a basic ability that must be possessed by teachers in relation to the skills of teaching media selection.

According to Natawijaya, (1984: 164) In order for the chosen teaching media to be appropriate, besides fulfilling the selection principles there are also factors that must be considered. These factors include (1) Objectivity. The subjectivity of the teacher in choosing teaching media must be avoided. That is, teachers are not allowed to choose a teaching medium based on personal pleasure. (2) The teaching program to be delivered to students must be in accordance with the applicable curriculum, both its contents, structure, and depth. (3) The intended program targets are students who will receive teaching information through teaching media. At a certain age and in certain conditions students have certain abilities, both ways of thinking, imagination, needs, and endurance in learning. (4) Situation and conditions. Existing situations and conditions also need attention in determining the choice of teaching media to be used. (5) Technical quality. From a technical point of view, the instructional media that will be used needs to be considered, whether it meets the requirements. (6) Effectiveness regarding the results achieved, while efficiency with regard to the process of achieving these results. The effectiveness in the use of media includes whether by using these media teaching information can be absorbed by students optimally so that it causes changes in behavior. In line with this, Rakhman Natawijaya stated: "While efficiency includes whether using the media the time, energy and cost spent to achieve these goals is as little as possible".

METHODOLOGY

This research is a correlational study, meaning that the research aims to find the influence of the independent variables (teacher creativity) on the dependent variable (learning media). The population in this study were all teachers of SMA N 2 Vocational Youth totaling 36 people. While the sample in this study the authors took 6 teachers of Geography Studies. This is adjusted to the writer's discipline.

The instruments or tools used in the collection of research data are as follows: questionnaire, which is asking questions in writing to the respondent. The questionnaire is in the form of multiple choices consisting of three alternative answers (a, b, c) in this case the respondent only has to choose one of the answers provided. To determine the level of relationship between the independent variable and the dependent variable the Product Moment correlation formula is used with the formula:

$$r = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{(\sum x^2)(\sum y^2) - \{(\sum x)^2\} - \{(\sum y)^2\}}}}$$

(Singarimbun & Effendy, 1987 : 137).

Based on these correlation coefficients, the hypothesis will be tested using the "t test" as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

(Sudjana, 2000 : 367)

FINDINGS AND DISCUSSION

The selection of teaching media is very helpful for the teacher in delivering the subject matter to be presented. In the selection of teaching media the teacher always consults with the principal. The teacher is always guided by the applicable curriculum and in accordance with the field of study to be taught.

The teaching media helps the teacher to deliver the subject matter and helps students to better understand the lessons presented. With the creativity of teachers,

learning activities can be designed as attractive as possible so that children feel happy to take lessons.

NUMBER OF DATA TABULATION FOR VARIABLES X AND Y

No	X	Y	X ²	Y ²	XY
1.	26	36	676	1296	936
2.	26	30	676	900	780
3.	25	33	625	1521	975
4.	26	42	676	1764	1092
5.	26	39	676	1521	1014
6.	25	39	625	1521	975
	154	219	3954	8523	5632

Thus it can be seen that the magnitude:

$$X = 154$$

$$Y = 219$$

$$X^2 = 3954$$

$$Y^2 = 8523$$

$$XY = 5632$$

The correlation analysis are :

$$r = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\} \{n(\sum y^2) - (\sum y)^2\}}}$$

$$r = \frac{6 \cdot 5632 - (154) \cdot (219)}{\sqrt{\{6(3954) - (154)^2\} \{6(8523) - (219)^2\}}}$$

$$r = \frac{33792 - 33726}{\sqrt{(23724 - 23716) \cdot (51138 - 47961)}}$$

$$r = 66$$

$$\sqrt{(8).(3177)}$$

$$r = \frac{66}{\sqrt{25416}}$$

$$r = \frac{66}{159,42}$$

$$r = 0,414$$

Based on the correlation coefficient, it can be seen the value of t, which is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,414\sqrt{6-2}}{\sqrt{1-0,414^2}}$$

$$t = \frac{0,414\sqrt{4}}{\sqrt{1-0,171396}}$$

$$t = \frac{0,414 \times 2}{\sqrt{0,828604}}$$

$$t = \frac{0,828}{0,9102}$$

$$t = 0,909$$

From the calculation above shows that the value of t (count) is 0.909 while the value of t (table) is 1.70 (for dk = n-2 = 4 and the significance level of 0.05). Thus means

"There is no influence of teacher creativity on learning media in SMA N 2 Vocational Youth", because $t(\text{count}) > t(\text{table})$, or $0.909 < 1.70$.

CONCLUSION

The conclusions of this study are (1) With the selection of teaching media to help teachers to deliver subject matter and help students to better understand the lessons presented. (2) With the help of students to better understand the subject matter delivered, it will be more motivating student achievement. (3) From the calculation shows that the value of $t(\text{count})$ is 0.909 while the value of $t(\text{table})$ is 1.70 (for $dk = n-2 = 4$ and the significance level of 0.05). Thus it means "There is no influence of teacher creativity on learning media in State Senior High School 2 of Youth Vocational in District Aceh Tamiang".

BIBLIOGRAPHY

- Ali, Muhammad, 1985, *Prosedur dan Strategi Penelitian Pendidikan*, Bandung : Angkasa.
- Arikunto, Suharsimi, 1998, *Manajemen Pengajaran Secara Manusiawi*, Jakarta, Rineka Cipta.
- Faisal, Sanafiah, 1982, *Metodologi Pendidikan*, Surabaya : Usaha Nasional.
- Hamalik, Oemar, 1980, *Metode Belajar dan Kesulitan Belajar*, Bandung, Tarsito.
- Indrakusuma, Amir Daien, 1973, *Interaksi dan Motivasi Belajar Mengajar*, Jakarta, CV. Rajawali.
- Marimba, 1962, *Didaktik Metodik Pendidikan Umum*, Surabaya, Usaha nasional.
- , 1980, *Pelaksanaan Pendidikan di Indonesia*, Surabaya, Usaha Nasional.
- Nasution, S., 1982, *Didaktik Azas-azas Mengajar*, Bandung, Jemmars.
- Natawijaya, Rakhmat, 1978, *Penyuluhan di Sekolah*, Medan, FA. Hasmar.
- Noorsyam, Muhammad, 1986, *Filsafat Pendidikan dan Dasar Filsafat Pendidikan Pancasila*, Surabaya, Usaha Nasional.
- Poerbakawatja, Soegarda, 1982, *Ensiklopedia Pendidikan*, Jakarta, Gunung Agung.

**Teacher Creativity Efforts in Providing Learning Media at State Senior High School
2 "Youth Vocational" in Aceh Tamiang**
DOI: 10.30575/2017/IJLRES-2019091207

Singarimbun, Masri dan Effendy, Sofyan, 1987, Metode Penelitian Survey, Yogyakarta, LP3ES.

Soerjabrata, Soemadi, 1972, Psycology Pendidikan, Jakarta, Gunung Agung.

Suharsimi Arikunto, Drs., 1993, Managament Pengajaran Secara Manusiawi, Jakarta, Rineka Cipta.